

Eden Park Primary School

Inspection report

Unique Reference Number	134775
Local Authority	Torbay
Inspection number	341526
Inspection dates	27–28 April 2010
Reporting inspector	John Carnaghan

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	412
Appropriate authority	The governing body
Chair	Amanda Palmer
Headteacher	Ken Kies
Date of previous school inspection	28 April 2010
School address	Eden Park Brixham TQ5 9NH
Telephone number	01803 854011
Fax number	01803 852678
Email address	k.kies@eden-park-primary.torbay.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by four additional inspectors. They saw 17 lessons taught by 15 teachers. Meetings were held with parents, staff, governors and pupils. Inspectors observed the school's work, and looked at its policies, procedures, records and assessments and 79 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether teaching is improving quickly enough to improve progress and raise attainment
- the accuracy of the school's assessments to evaluate whether the trend of achievement is upwards.

Information about the school

Eden Park Primary School is larger than average. Almost all pupils are White British and speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is slightly below average. The largest group of these pupils has speech, language and communication difficulties.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Eden Park Primary provides a satisfactory education. It is an improving school, poised to move forwards, and has numerous good and some outstanding features. A powerful focus on accelerating pupils' progress has started to reverse a pattern of underachievement. The good curriculum and satisfactory teaching have begun to have an impact on learning. Attainment remains low, but pupils' progress has improved in the last year and is now satisfactory across the school, with evidence that it is improving strongly. Given the starting points of children entering the Early Years Foundation Stage, which are generally below typical expectations, the achievement of all pupils, including those with moderate learning difficulties, is satisfactory. Nevertheless, the school is aware that there is a need to raise achievement further in mathematics and English, particularly in writing.

Pupils are happy at school and enjoy lessons. Links with parents and carers are excellent and they appreciate the school's work, the friendly atmosphere and approachable staff. One typical response was, 'The school's atmosphere allows children to thrive. It encourages their interest in learning and is a happy place which my children are always keen to attend.' Outstanding pastoral care promotes strong inclusion for all. Accurate assessments enable pupils' needs to be quickly identified and they receive consistently effective support. Behaviour is good and pupils get along with one another really well. This has a positive impact on learning.

Several aspects of the curriculum are excellent, although it is good overall. Good partnerships help provide a wide variety of activities. Numerous stimulating projects and interesting combinations of subjects enthuse pupils. The curriculum promotes personal development very well so pupils have an excellent understanding of how to stay safe in their daily lives. Their contributions to the local community and to the school, especially through the proactive school council, are excellent. Inconsistencies in teaching reduce the curriculum's impact. Although the school's tireless work to promote better teaching is starting to have an effect and many lessons are good or better, a significant proportion of sessions lack pace. Pupils working independently in lessons sometimes do not receive enough individual attention, which slows their progress.

The core values of the school lie at the heart of all it does and underpin the improving picture. The headteacher has led the charge and senior leaders work as a tightly knit team to promote their ambition for the school. For example, rigorous monitoring of teaching has led to a growing proportion of more engaging lessons, greater pupil involvement and better learning. Careful and accurate self-evaluation, including thorough analysis of assessment data, provides the leaders with a clear view of attainment and progress and helps to prioritise in planning for the future. Systems to

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ensure the school continues to improve are now firmly in place and the school's capacity for sustained improvement is good.

What does the school need to do to improve further?

- By December 2010, build on recent successes by raising attainment and accelerating progress, particularly in writing.
- By September 2010, improve teaching and the impact of the curriculum by:
 - ensuring that planning for all lessons reflects the best practice
 - paying greater attention to pupils who are working independently
 - maintaining good pace in all phases of lessons.

Outcomes for individuals and groups of pupils

3

The school's rigorous approach to teaching, learning and the curriculum has begun to have a quantifiable impact on pupils' progress. Data show that there has been underachievement in recent years. However, the rate at which pupils are progressing in English, mathematics and science has improved strongly across the school and is now satisfactory. These relatively recent developments have not had their full impact on pupils' attainment, which remains low, although lesson observations confirm that the standard of pupils' work is improving, as is the quality of their learning. For example, lessons focusing on writing, which is a priority for the school, proved particularly successful at engaging all pupils, including previously underachieving boys, in exciting opportunities such as writing a 'novel', thereby improving their attainment.

Pupils' attainment on entry to Year 1 has typically been below average in the past, although their skills at this stage have improved lately. Pupils who experience barriers to learning, whether emotional, social or educational, are identified early and receive high-quality support, especially in lessons. The inclusive nature of the school means achievement is satisfactory for all groups of pupils.

Pupils behave well and relationships are friendly and supportive. Bullying is very rare and pupils are happy that the school deals with such instances rigorously. Pupils develop good independence and abilities to cooperate from a young age. They are adequately prepared for the future. Attendance is average and improving, but the effect of the school's strong efforts to reduce absence is limited by families taking term-time holidays. Pupils fully understand the important roles that healthy diets and plenty of exercise play in their physical development.

The school pays particular attention to moral and social development. A singing assembly, ably led by the headteacher on guitar with pupils on other instruments, was a joyous collective experience and typified the school's inclusive approach and strongly promoted social cohesion. Pupils are encouraged to reflect on their experiences and contrast them with lives in other communities. Developing links with a Peruvian school and others in contrasting environments promote pupils' good understanding of other cultures across the world.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The curriculum is vibrant and innovative and provides splendid opportunities for learning. It is founded on a very good knowledge of pupils' needs and tastes. The 'wild for learning' and 'sustainability' initiatives, developed utilising many partnerships from the local area to South America, offer children six-week blocks of learning out of doors using the beautiful wild garden areas dotted around the school grounds. The inspiring greenhouse made from recycled bottles is an excellent resource. Numerous visitors further enliven pupils' experiences. Good partnerships with numerous schools and local bodies enhance sport and arts provision in particular. The vast range of popular after-school clubs offer additional enrichment and attendance at these is very high.

Teaching is satisfactory and improving but inconsistencies remain. In many lessons pupils are strongly motivated and interested in their work, helped by teachers' careful planning, confidence and good subject knowledge. Good behaviour means very few disruptions to learning. Effective use of assessment means all pupils have a clear idea about their standards and the consistent use of advice and targets enables all to know the next steps in their learning. In the best lessons teachers use assessment data well

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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to inform planning and make sure that pupils receive the support and challenge they need to progress. Teaching assistants are often very competent partners in the classroom, enabling lessons to run smoothly, knowing pupils very well and providing targeted support for individuals. In many lessons learning is good. However, in a significant proportion of lessons lesson planning is comparatively weak. The focus on learning can slip, pupils are less confidently managed and the pace of progress slows. When pupils work in groups, those working independently sometimes do not have enough supporting materials, or receive sufficient attention, and this reduces their interest and progress.

The school delivers on its commitment to provide equality of opportunity for all. Excellent support for pupils' personal development is very well targeted towards meeting individual needs and pupils are confident that they can always turn to staff, should they want help. Great care is paid to more vulnerable pupils, including those with moderate learning difficulties, through good assistance in lessons as well as the additional emotional support provided by the unit set up for this purpose, and by the judicious use of a counsellor. The school works effectively with families and outside agencies to support pupils and parents. Constructive partnerships with local secondary schools ensure pupils make a smooth transition from Year 6 to Year 7.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and senior leaders communicate high expectations to staff and pupils, galvanising them to constantly improve. Thorough monitoring of teaching and learning, including the intelligent interrogation of data, gives an accurate view of what needs to be improved and informs coherent, relevant planning for the future. Leaders tackle areas of concern systematically, so the curriculum is close to outstanding and teaching is improving. The school's inclusive ethos and determination to eliminate variations in progress means good equality of opportunity for all pupils and no discrimination. All staff work consistently to improve indoor and outdoor facilities, so the accommodation is uplifting and contributes well to pupils' progress.

Governors play their part in the improving picture. They check up on the school perceptively and identify with its priorities, having been involved in drawing them up. Constructive relationships with staff enable the governing body to challenge the school when required. Governors keep a close eye on and make regular evaluations of

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safeguarding procedures. Safeguarding is good. All proper checks are undertaken and key staff are well trained in important areas such as child protection.

Relationships with parents and carers are very positive. Technology, like the good website and the use of mobile telephone text messaging, as well as a lively newsletter, provide excellent opportunities for the flow of information to and from families. The home/school link book also aids communication, as do frequent opportunities for consultation with teachers. Numerous special events, such as the 'Art Attack' exhibition, are very well attended.

The valuable range of partnerships makes a strong contribution to ongoing school improvement. Various initiatives in collaboration with other bodies significantly enhance the curriculum. Liaisons with local groups, such as the Paignton Sports Partnership, enable the school to provide activities that would otherwise not be possible. Local authority services are very well used to support pupils with special educational needs and/or disabilities and to assist the school's leadership.

The school has thoroughly audited its promotion of community cohesion. It works very well locally and internationally to broaden pupils' horizons and this has a positive impact on their learning. The school's lead role in the combined Brixham school council has been valuable. Pupils have started to correspond with a school in London but links with contrasting areas of the United Kingdom are limited. However, a strong ongoing association with a partner school in Peru has strongly promoted pupils' understanding of life in less economically developed countries.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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Able and committed leadership ensures an innovative approach to the curriculum and learning so children achieve well in their time in the Early Years Foundation Stage. From typically low starting points at the beginning of the Early Years Foundation Stage, children make good progress and in some areas, such as in their personal and social development, it is excellent. A great strength is the way staff plan and use the splendid outside area to promote learning. Weatherproof clothing means that children can enjoy the great outdoors in all weathers and, in more clement conditions, it is a great joy and an excellent stimulus to learning and development. Children's welfare and safety are paramount, helped by most effective links with parents who only have praise for what is provided.

Learning is well supported by all adults and children's needs lie at the centre of what staff provide. Lively activities, such as inputs from the police and fire services about how the community can help, are most engaging. Children participate keenly in activities. Teaching is good with a fair balance between teacher-led and child-initiated activities, although younger children can be over-directed sometimes. Recent improvements in provision are promoting even better learning.

Children's personal development is good. They are aware of basic hygiene, know about healthy foods and take plenty of exercise. They behave well and relationships are friendly and constructive, setting the pattern of cooperation that continues throughout their school lives. They have a clear understanding of how to keep safe and respect one another, happily taking turns and sharing playthings.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Relatively few parents returned inspection questionnaires. However, analysis of the returns, meetings with parents and other evidence confirms their great satisfaction with the school. Almost all are happy with their children's experiences and few express any concerns. A very small minority were concerned that the school does not take account of their suggestions. The inspectors found no evidence to support this view.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Eden Park Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 79 completed questionnaires by the end of the on-site inspection. In total, there are 412 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	53	33	42	4	5	0	0
The school keeps my child safe	37	47	41	52	1	1	0	0
The school informs me about my child's progress	30	38	46	58	2	3	1	1
My child is making enough progress at this school	32	41	39	49	6	8	1	1
The teaching is good at this school	35	44	40	51	3	4	0	0
The school helps me to support my child's learning	36	46	37	47	5	6	1	1
The school helps my child to have a healthy lifestyle	20	25	55	70	2	3	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	37	47	32	41	5	6	0	0
The school meets my child's particular needs	28	35	44	56	4	5	2	3
The school deals effectively with unacceptable behaviour	20	25	49	62	4	5	2	3
The school takes account of my suggestions and concerns	23	29	44	56	8	10	1	1
The school is led and managed effectively	24	30	49	62	3	4	2	3
Overall, I am happy with my child's experience at this school	36	46	38	48	4	5	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



Dear Pupils

Inspection of Eden Park Primary School, Brixham, TQ5 9NH

Thank you for the help you gave to the inspectors when we visited your school recently. It was a great pleasure to meet such happy and well-behaved pupils. Eden Park Primary provides you with a satisfactory education. Some things it does are good or excellent and it is an improving school.

You receive outstanding care and this helps you to feel safe and enjoy your days at school. The mixture of subjects you do, known as the curriculum, is very good and you told us how much you enjoy a lot of your work. Teaching is satisfactory; much of it is good, but some lessons do not allow you to learn enough. However, overall your progress is improving. It is satisfactory now and standards at the end of Year 6 are below average.

The headteacher and staff know standards could be higher and are working well to improve the school and provide you with worthwhile learning experiences. They have helped to make Eden Park a very pleasant place in which to grow and learn. They know there is much to do. I have asked them to focus on improving two main areas:

- help you to make faster progress, especially in writing
- make sure that all the lessons are as good as the best by helping you to learn at a fast pace all of the time.

Once again, many thanks for all your help. It was very nice meeting you.

Yours sincerely

John Carnaghan

Lead inspector

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